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Imperfect Tense [10th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Imperfect Tense

Sarah Gamboa
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Title: Cuando éramos niños (When We were Children)

Subject/ Course: Spanish II

Topic: Imperfect Tense, Vocabulary of Children's Games and Toys, Describe How Someone Was, Describe How Often Something Took Place, Indirect Object Pronouns

Grades: 9-12

Designer: Sarah A Gamboa

STAGE 1: Desired Results

Understandings:

Students will understand that:

- There is more than one tense used to discuss the past in Spanish.
- Sentence structure is different in Spanish.
- When talking about childhood, there are certain toys and games that cross cultures.

Essential Questions:

- How do you use the imperfect tense?
- How is the use of object pronouns different in Spanish and English?
- Why is it important to talk about the past?
- What makes your childhood different from others?
- Does what you were like as a child affect who you are now?

Knowledge and Skills:

- The 5 Cs of the Spanish TEKS
- Imperfect tense: how to conjugate it
- Indirect object pronouns: what they are, what they mean, where they go in the sentence
- Vocabulary: parties, toys, how often actions take place, to describe how someone was.

STAGE 2: Assessment and Evidence

Final Assessment:

- Create a memory box. Include tangible memories or photos that will help describe party traditions, favorite toys, what you were like when you were little, who took care of you, a favorite fable or children's song, and a favorite celebrity, puppet, or cartoon character. 10 memories will be included all together. For

Other Evidence:

Informal Evidence:

<p>sensitivity sake, students will be allowed to make up stories, if they did not have a good childhood. For each of the 10 memories, a paragraph will be written using the grammar learned in the chapter. There will be an oral presentation as well; students will present 5 of their memories from the memory box.</p> <ul style="list-style-type: none"> • Test over Chapter 4A 	<p>Formal Evidence:</p> <ul style="list-style-type: none"> • Vocabulary Quiz • Imperfect Tense Quiz • Indirect Object Pronouns Quiz
<h3>STAGE 3: Learning Activities</h3>	
<ul style="list-style-type: none"> • Introduce all vocabulary • Flash cards for vocabulary • Break down vocabulary into bite size doses • Vocabulary (parties) activity: two truths and a lie • Vocabulary (toys) activity: what's in the bag? • Vocabulary (how often) activity: • Introduce Imperfect Tense • Introduce conjugations • Introduce irregular Imperfect Tense • Introduce Indirect Object Pronouns • Teach English sentence structure • Teach Spanish sentence structure • Remember the -ito and -isimo suffixes for describing things • Practice using -ito and -isimo • Fondo Cultural: Primero Pasos de Picasso (First Steps) • What are important events in childhood? • Why is it important to talk about the past? • Listening activity: what are their favorite toys? • Listening activity: True or false. Is what the sentence says happening in the picture? • Interactive Homework: Interview a family member or old friend about what you were like 5 years ago. • video: ¿Cómo era de niño(a)? • Comprehension activities over the video • Activity: what toys did you have growing up? • Speaking activity: What toys did you play with? • Game: Family Feud-- What toys were popular when you were little? • From the description, what is the vocabulary word? • Writing and Speaking: interview each other using questions in the book • Fondo Cultural: guardería infantil • Listening and writing: como eran Lulú y Lola de niñas • Reading: to grandma's house we go. • Reading: El Parque a poem using imperfect tense to describe one person's history. 	